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ABSTRACT

Many of the nation's youth believe that the country's colleges and universities are insensitive and even hostile to their demands for an end to racism, militarism violence and poverty, and to their insistence on relevant curricula. If educational paralysis and alienation of this nation's most talented youth is to be avoided, many of our institutions' treasured traditions and beliefs will have to undergo examination and modification. The Minnesota State College System, consisting of 6 state colleges, has experienced a rapid increase in enrollment in the last 10 years, and though the academic quality has improved substantially in the past few years, much is left to be done. Efforts will be made to (1) increase the number of PhDs on the faculty; (2) move to "year-found" operations; (3) employ more supportive personnel; (4) develop a more sophisticated management information system; (5) strengthen the Common Market operation of the System; (6) improve academic and physical planning efforts; (7) improve understanding between campus and capitol, and among faculty, students, and administrators; and (8) extend services to surrounding communities and regions. In addition, the colleges will concentrate on providing quality undergraduate education and on improving the quality of elementary and secondary school education. (AF)

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THE NEW MINNESOTA STATE COLLEGE SYSTEM

Remarks by
G. Theodore Mitau, Chancellor
Minnesota State College System
at the fall meeting of the
Association of Minnesota Colleges
Friday, November 7, 1969
Normandale State Junior College
Bloomington, Minnesota

As we look into the future, the State Colleges of Minnesota are now in the position to discern more clearly their administrative posture and curricular identity.

One of the peculiarly valuable contributions that major social crises can make towards the improvement of human institutions is the opportunity they offer for placing in juxtaposition past accomplishments and presently unmet challenges, structural relationships and needs for innovative and imaginative changes. In these difficult days of crisis when nearly all aspects of American higher education reel under attacks from within and without, it has become propitious for members of the educational establishment to bare their guilt-ridden souls to public scorn and scrutiny. Before joining the ranks of this group of distinguished educational administrators, my sins used to be of a much more personal and socially inconsequential nature. As a professor I used to sleep so much better, eat considerably less, and enjoy Minnesota's theater of seasons a great deal more without having to worry about budgets and legislative appropriations, staff recruitment and sewage systems, building costs, and student unrest. Having thus left Eden, I now find that along with my new colleagues I shall have to search diligently through massive criticisms for reliable clues that might point towards decisions which would significantly improve the quality as well as the scope of collegiate education.

For some time now, America's colleges and universities have been vigorously and often quite properly charged with failing to teach students how to handle ideas and how to deal with rapid environmental changes; with failing to be innovative in matters of curriculum and for showing a lack of concern for the improvement of teaching; for separating students from life rather than involving them in it; for encouraging passivity and compliance rather than freedom and participation; for being degree

rather than learning oriented; for excessive bureaucratization and course sequentialism; for relying on external rather than on internal discipline and self-reliance; for viewing knowledge as compartmentalized rather than as being inter-disciplinary in nature; for testing programs that stress memory of facts rather than their applications in problem solving situations.

Far too many of this country's youth continue to believe that our colleges and universities are still stubbornly insensitive or even hostile to their demands for an end to racism, militarism, violence, and poverty, and to their genuine insistence on greater curricular relevance, improved channels of communication, and joint faculty-student decision-making. Educators who interpret such criticisms as primarily aimed at procedural matters and therefore solvable by mere changes in procedures, or as the irresponsible rhetoric of a few left-wing radicals who represent none but themselves, are seriously mistaking the central source and thrust of the contemporary challenge. Unless we wish to invite educational paralysis or the continued alienation of some of our most talented youth, and activist faculties, many of our institution's treasured traditions and presuppositions will have to undergo serious examination and major modification.

Within our system we hope to offer our six individual colleges the advantages of strong, unique, and viable development which combines the opportunities of decentralized administration with the practical advantages of a joint legislative and budgetary stance.

There is really nothing especially pre-ordained or sacred about academic calendars, credit hours, graduation requirements, or the particular forms of campus governance. If there ever was a time to evaluate critically all of these and the many other unexamined collegiate gifts of the past, the time is now. If there ever was a moment to scrutinize the fundamental role and mission of the entire higher academic enterprise, that moment is now.

If basic reforms are ever to be attained, what better time than now when revolutionary forces from within and without the campus defy our efforts at institutional self-renewal by resorting to the politics of confrontation.

If the time for change is propitious and if we are to avoid the extremes of paralyzing inaction or the apocalyptic resort to the barricades, those of us in positions of academic leadership must help to guide our campus communities toward those questions which address themselves to our basic institutional identity and direction of growth. Where are we, and where are we going?

As a latecomer to this honored group and as a representative of the newer or so-called developing public colleges and universities it is perhaps more pardonable for me to probe these hallowed grounds where angels fear to tred and where the altogether mere mortal chancellors and presidents can so easily lose their bearing or soul. If age is a measure of accomplishment, Minnesota's State Colleges can be proud of their honorable if not always academically distinguished history.

With foundations laid by the education act of 1858, the first three normal schools — forerunners of the present state colleges — were established in Winona 1860, at Mankato 1868, and at St. Cloud in 1869, Moorhead opened in 1888, Bemidji in 1919, and the newest of the state's six colleges, Southwest State College at Marshall started instruction in the fall of 1967. For the first five colleges, admission and curricular policies were simple: students had to be at least sixteen years of age, "present satisfactory evidence of good moral character, bodily health, and adaptiveness to the office of teacher." They had to pass courses "in reading, writing, spelling, geography, and arithmetic to the end of the rules of interest, and so much English grammar as to be able to analyze and parse an ordinary sentence." All had to promise to teach two years in the public schools of the state. Contemporary critics of student behavior will find particularly satisfying the rules regarding conduct: "no school can be effective or profitable without a perfect state of discipline, good order must necessarily be regarded as

the primary condition of all effective instruction. . . . Prompt dismissal will follow all immoral deportment, acts, and unteacher-like behavior."

Redesignated State Teachers Colieges in 1921 and State Colleges in 1957, enrollments in these institutions grew steadily but undramatically until the end of World War II. Then with the influx of the post war student population boom Minnesota's State Colleges expanded at a fantastic rate. Ten years ago there were less than 7,000 students registered in all five institutions. Today our full time equivalent enrollment totals 35,000 and, by conservative estimates, our enrollments five years hence will top 61,-000. As in similar institutions throughout the country, such unprecedented enrollment growth resulted in greater curricular diversification, departmental specializations, and faculty professionalization. Programs and courses multiplied, graduation requirements were increased, and pressures for advanced work led to a rapid expansion in the demand for graduate degrees. Even in the face of serious financial restraints and lack of physical space, Minnesota's State Colleges throughout those years strained every effort to meet the educational needs of the state. Two out of three teachers in Minnesota graduated from one of these institutions and to thousands of our less affluent young men and women, the State Colleges offered the only realistic option where they might seek a college education. These were difficult years for the Colleges. Faculty salaries remained inadequate; library resources, laboratory equipment, clerical and supportive personnel, academic space, and travel budgets all feli well below the necessary standards. Despite the devotion of college administrators and faculties, and the remedial efforts of governors and legislators, Minnesota's State College System by most educational criteria had to be assessed at the end of the 1960's as in need of considerable quality improvement. Fortunately for the educational and economic future of this state, the 1969 legislative session responded

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generously to budgetary appeals presented jointly by the six State College presidents and the chancellor.

As a primary source of teachers, our State Colleges can profoundly upgrade the future level of instruction in thousands of elementary and secondary classrooms.

As a result of increased appropriations and tuition increases we received 91.5% of what the Board had requested compared with 63.7% for the previous biennium. These funds will now permit us to make a number of significant advances towards quality improvements in our educational programs. We were enabled to improve our faculty salaries 10% for the first year and 6% for the second year. We also improved our library acquisitions by $3.4 million and received a supplemental appropriation of $1 million for the purchase of educational and laboratory equipment. Funds were appropriated to employ an additional 485 supportive employees — clerical, custodial and maintenance — and to establish a $200,000 faculty improvement program to provide partial financial aid to teachers who wish to return to school for advanced study. Our building program was advanced substantially to $42 million which constituted over 70% of the Board's original request. All of this represented a good beginning to help us reach our proposed six-year upgrading objectives.

Much needs to be accomplished almost immediately if we are to live up to our stated objectives and to deserve continued legislative and gubernatorial encouragement.

As to faculty recruitment, great effort must be dedicated to raising the present level of Ph.D. degree holders from 30% to 40%. While the Ph.D. does not constitute assured quality by itself, it is one ingredient which indicates the degree of preparation in depth. In our colleges we shall look for the teacher-scholar, men who love teaching but who are also eager to continue their own intellectual and scholarly growth.

Increasingly we shall have to move towards "year-round" operation if our college faculties and facilities are to

render their optimum service. Fortunately, as a result of legislative action summer school tuition will no longer need to be higher than were the charges for the other terms. Also, senior professors who had avoided teaching during June and July because of unrealistic salary limitation may now be drawn to summer school teaching after the legislature raised the ceiling from $1,600 to $2,100.

We shall have to recruit more stenographers, clerks, computer operators, laboratory assistants and other supporting staff so that teachers can teach and counsel more and do less clerical work for which they were neither qualified nor employed.

We shall have to develop a much more sophisticated management information system in order that better data can be provided for major decision-making. Administrators and legislators must have informational resources with which to justify steeply rising costs to an electorate that demands an ever heightened accountability.

We shall have to strengthen the Common Market operations within the State College System. This arrangement permits students to move freely among the six State Colleges to take advantage of curricula and programs not available to them in their own institutions. The Minnesota State College Common Market seeks to offer students the full resources of all the colleges. It facilitates a broadened educational experience by enabling students to sample the different intellectual and social settings at each State College and avoids unwarranted and wasteful duplication of educational resources. Minnesota, which ranks 21st among the states in terms of per capita income but 11th with respect to spending for higher education, is simply not wealthy enough to offer every speciality and every program in each of our institutions. It is a great deal less expensive, and we believe educationally wiser, to move students rather than diffuse already scarce facilities and undermanned staffs.

In connection with our emphasis on sharing facilities and faculties, we are particularly excited about our recently initiated association with the St. Paul Council of Arts and Sciences. Under this program it will be possible for our six colleges to bring into the metropolitan area, and more particularly into the beautiful St. Paul Arts and Science Center, student-faculty art exhibits, performances by College musical ensembles, and theater productions. Reciprocally the St. Paul Arts and Science groups can reach outstate areas through our Colleges by bringing to the campuses residencies by the Philharmonic Chamber Orchestra, touring productions by the St. Paul Opera Company, by the Schubert Club, and other events and programs staffed by an outstanding group of creative professionals working at the Center.

We shall have to improve greatly our academic and physical planning efforts in order to avoid unsound program proliferation and improperly or inadequately developed building facilities. In order for the Colleges to evaluate themselves properly they must expand the continuous process of planning whereby they develop their own, publicly stated, long-range objectives. From the department level, to the College, to the system as a whole, this ongoing planning must be done by those who are responsible for achieving the particular objectives in association with those to whom they are accountable. This planning process also enables all elements of a College, including the College officers, to know what is expected of them. They can thus better assess their own progress and that of their colleagues, thereby reducing excessive reliance on intuition in the evaluation of programs and staff. Our budgets will have to be constructed so as to relate dollars to educational outcomes. Program budgeting while certainly not new to the business community is only slowly making its way into academia where the problems of evaluation and assessment may well be more difficult, but probably not impossible. With limited re-

sources and in a condition of escalating costs, changing technologies, and rising enrollments, legislatures will rightfully insist that we carefully weigh curricular alternatives before long-range commitments are made.

We shall have to heighten the levels of understanding between the campus and the capitol as rising expenditures and campus disruptions tend to exacerbate mutual misunderstandings and suspicions. At a time of increasing tax burdens and popular misgivings about the goals and practices of higher education, legislators and governors deserve the most candid and competent presentation of the fiscal requirements of our colleges. Only if we can persuade the people's representatives that we have nothing to hide, that we play no games, that we are genuinely concerned with strict accountability, and that we properly respect the right of legislators and governors to make the broad policy decisions allocating the available resources between the various segments of the educational community, only then, can we in turn insist upon the degree of independence for the internal administration of the academic enterprise that is so essential for organizational flexibility and quality improvement. Administratively colleges and universities can obviously neither be viewed nor operated like highway departments, field stations or other state line agencies. Unlike the traditional units of state and local government, it is in the nature of academia and the freedom that it must have to experiment and flourish, that once the legislature in its wisdom has voted the appropriations, it must become the responsibility of the governing boards to control the institutional budgets so that the educational purposes and programs can be carried out expeditiously and responsibly.

Our State Colleges keenly sense their role as scientific and cultural service and extension centers that must contribute greatly to improve the quality of life in rural areas and in the smaller towns of this state.

As administrators, we in turn, can assist our boards to live up to their public trust, by developing more program oriented budgets, conducting more frequent internal

audits, and by greatly improving our management information systems.

We shall have to improve communication within the system between faculty, students, and administrators, so that ideas can move freely and information be shared. All segments of the College community must be assured an opportunity to be heard, to participate in decision-making, and to discern the factual basis on which policies are made and the procedures by which they are carried out. Hopefully our State Colleges can move ahead in a climate where students and teachers as colleagues in learning and colleagues in teaching jointly seek the truth in a climate of freedom and mutual respect.

We shall have to apply more innovative and imaginative methods in our State College building programs to meet steeply rising costs in the construction industry. Campus physical developments cannot always be allowed to proceed in the traditional mold of stately, solid and expensive structures, built to endure for a hundred years. Traditional buildings may cost too much and may soon preclude our obtaining the number and size of facilities needed to keep up with rising enrollments and plant requirements. We have asked our project architects to consider modular construction, factory prefabrication, relocatable buildings, mobile classroom units, vertical expansion of existing buildings, use of space over lakes, rivers and highways and other new approaches to land use and construction. With support from the Educational Facilities Laboratory of New York, a seminar for architects in new concepts in design and construction was held recently at which exploration was made into some of these newer possibilities and implications.

We shall wish to strengthen the role of our Colleges as partners in regional development, one of the most promising advances in state government that seeks to foster coordinate planning and cooperation between various

In our graduate work we will not wish to duplicate the heavy research orientation necessarily indigenous to the type of professional degrees and programs in law, medicine, engineering, and in the arts and science doctorates, traditionally carried on at the University of Minnesota and strongly supported by us.

previously fragmented activities of different units of local governments. Our Colleges with their faculties, laboratories, libraries and computers have much to contribute as sources of scientific expertise and research competence. Urban experts from Mankato already assist a neighboring small city to improve its operations; business students and faculty of the St. Cloud School of Business conduct local economic surveys and market analysis; Moorhead State College theater attracted during the past year over 30,000 people who viewed their productions; Southwest Minnesota State College works closely with the 19 counties in its immediate surrounding area to serve educational and artistic needs. Winona State College and the city government have worked out a joint program whereby students serve as technical assistants to city department heads for pay and for college credit; Bemidji State College has attracted national attention for its educational services to Minnesota Indians.

Actually while the colleges can do much for their communities and regions, there are also educationally highly significant contributions that town contributes to gown. At the occasion of my formal inauguration, a year ago, I urged our Colleges to explore the possibility of developing a large scale public service internship program that might help to enhance the relevance of a college education to many of our students. Instead of dropping out of society some of our brightest young men and women would drop in on it; instead of tearing down institutions, they would work towards their improvement; instead of fearing their fellow man they would better understand him. I envisaged a large scale co-curricular program enlisting student enthusiasm to do something of value for their fellow man and then linking this significant motivational force with practical internship experiences in various public service occupations. Some eight years ago Americans were urged to ask what they could do for their country; since then thousands of young men and women

We intend to complement the University's already heavily burdened graduate school staffs and facilities by addressing ourselves to the educational needs and post baccalaureate work of elementary and secondary school teachers and of the newly developing careers in the health related sciences, engineering technology, public administration, and business management.

experienced a significant measure of service and satisfaction in the ranks of the Peace Corps and Vista. It is my conviction that additional thousands of our youth if properly challenged by our Colleges, would be eager to serve short term appointments as paid assistants or as volunteers in libraries and hospitals, counseling centers and children's homes, at schools and playgrounds, as well as in government — city, county, state or federal. Such a public service internship program, a quarter or two in length, supplementing "classroom learning and campus living" could then be effectively integrated into an eleven month academic calendar and thus permit students to earn their degree within the customary four years. A carefully developed systematic program of internship which would aim at suitable placement, supervision, and evaluation, (whether for credit or not and whether for pay or not) could offer to many of our students a sense of constructive community service hopefully on a basis of mutual recognition of human capacities and needs. Such an experience could well lead to greater maturity as well as knowledge and skill, to a heightened sense of personal worth and dignity, to a more sensitive awareness of human anguish and sorrow, human potential and limitation.

Recently I suggested to the 13th Annual Industrial Development Clinic at Rochester a similar program of large scale internships for our young men and women in the commercial and industrial establishments of this state. The response has been most encouraging.

As we look into the future, the State Colleges of Minnesota are now in the position to discern more clearly their administrative posture and curricular identity.

First, within our system we hope to offer our six individual Colleges the advantages of strong, unique, and viable development which combines the opportunities of decentralized administration with the practical advan-

tages of a joint legislative and budgetary stance. We seek to build a consortium that maximizes College self-government because it is at the campus level where professors and students as colleagues in academia must rethink the educational process and mission, and where strong presidents can best offer the imaginative leadership that is so urgently required to broaden intellectual horizons and to restructure the academic community. Still, if our system is to avoid the scylla of extreme campus parochialism on the one hand and the charybdis of excessive central office bureaucratization on the other, it must opt for a state of tension which attempts to balance limited fiscal resources with nearly unlimited educational wants.

Secondly, we proudly reaffirm our primary concern to be the offering of quality undergraduate education for the 35,000 young men and women now enrolled in our various bachelor degree programs. Within the public sector our type of institutions are uniquely qualified to address themselves to the instructional and curricular implications of the new mass enrollments in higher education.

Thirdly, as a primary source of teachers, our Colleges can profoundly upgrade the future level of instruction in thousands of elementary and secondary classrooms.

Those who will enjoy the privilege of teaching must help to prepare tomorrow's citizens to live effectively in a world of rapid social and scientific change, technological advance, and career obsolescence. A society that treasures orderly change and acknowledges the urgent need to release the creative impulse from children of disadvantaged homes and cultural ghettoes can ill afford to leave teaching to the uninspired and ill informed. Institutions such as ours now more than ever must assume a central and authoritative role in the reconstruction of our cities and countryside and must imbue the profession of teaching with a new sense of dignity and pride.

In this exciting era of education we in the State Colleges will seek to solidify, to improve, and to expand our existing symbiotic relationships between the private colleges, the junior colleges, the technical vocational institutes, and the University of Minnesota.

Fourthly, our State Colleges keenly sense their role as scientific and cultural service and extension centers that must contribute greatly to improve the quality of life in rural areas and in the smaller towns of this state. Much more still needs to be done as these areas devise new plans to retain populations and assure greater economic growth, as employment patterns shift towards an increasing demand for larger numbers of skilled and more highly educated personnel, as workers will have to be retrained to meet changes in technological requirements, as more and more adults crave an understanding of a complex world and generation gap they find most difficult to understand and appreciate.

Fifthly, in our graduate work we will not wish to duplicate the heavy research orientation necessarily indigenous to the type of professional degrees and programs in law, medicine, engineering, and in the arts and science doctorates, traditionally carried on at the University of Minnesota and strongly supported by us.

This is an era of building bridges between colleges and systems of colleges, between the private and the public sectors, between the campus and the community. More than ever before, we shall have to learn to share with each other our scarce library offerings, laboratory facilities, and faculty talents.

Standing alongside our famous sister institution we intend to complement their already heavily burdened graduate school staffs and facilities by addressing ourselves to the educational needs and post baccalaureate work of elementary and secondary school teachers and of the newly developing careers in the realm of health related sciences, engineering technology, public administration, and business management. In these newer curricula, especially stronger emphasis will be placed on the inter-disciplinary and on the applied rather than on the more abstract and theoretical dimensions of the fields. With the demand for these new professionals rising at a substantial rate, our type of Colleges can render a major service to the state as it eagerly makes its appeal to industries which cannot be attracted or promoted without these highly skilled and well educated manpower resources.

Sixthly, in this exciting era of education, we in the State Colleges will seek to solidify, to improve, and to expand our existing symbiotic relationships between the private colleges, the junior colleges, the technical vocational institutes, and the University of Minnesota. This is an era of building bridges between colleges and systems of colleges, between the private and the public sectors, between the campus and the community. More than ever before, we shall have to learn to share with each other our scarce library offerings, laboratory facilities, and faculty talents. As we work jointly to strengthen the Minnesota Higher Education Coordinating Commission by urging effective planning and program review, we shall bring closer the day when Common Markets will involve all of Minnesota's colleges and universities, public and private, so that we can truly maximize our total educational resources and offer to our students and faculties the widest and most enriching combination of educational opportunity and option.

These then are a few of my reflections about the new Minnesota State College System — its present and future, its problems and its challenges. As your educational partners we are all engaged in a common enterprise of enormous consequence, only the future, of course, will tell whether we were possessed of sufficient imagination, intelligence, sensitivity, good will, and administrative competence, to make the curricular changes that need to be made; whether we will be strong enough to break with uncritically accepted instructional concepts and practices; whether we will be wise enough to learn from what our concerned youth is trying to tell us about academic relevance and the integrity of conviction; whether we will be creative enough to discover ways to eradicate the evils of violence and war, of poverty and disease, of environmental pollution and social waste; and whether we will be courageous enough to fashion an educational commonwealth dedicated to human brotherhood and dignity.

Dr. G. Theodore Mitau was appointed Chancellor of the Minnesota State College System in 1968. Prior to his appointment, he was a professor and chairman of the Political Science Department at Macalester College in St. Paul. Born in Berlin, Germany in 1920, Chancellor Mitau received his bachelor of arts degree from Macalester College, and his master of arts and doctor of philosophy degrees from the University of Minnesota. He is the author or co-author of four books on state and local politics and government. He is presently a member of the Minnesota Higher Education Coordinating Commission; the Minnesota Education Council, the Minnesota College Federal Council; the Advisory Committee for Higher Education of the Midwestern Conference of the Council of State Governments; the St. Paul Charter Commission, the Board of Directors for the Twin City Area Educational Television Corporation, the North Star Research and Development Institute, the Upper Midwest Research and Development Laboratory, the American Council on Education and the American Association of State Colleges and Universities. The Minnesota State Colleges are located at Bemidji, Mankato, Marshall, Moorhead, St. Cloud and Winona.

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"The New Minnesota State College System" *has been published with a gift reflecting interest in the progress of the six Minnesota State Colleges.*